

Programme 117†.

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(May to July, 1930,
(September to December, 1930, overseas.)

Parents' National Educational Union. The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM I., (A & B).

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable stories from *Joshua*, chapters 1-7, 9, 10, 14, 15, 19-21.

Teacher may study Dr. Paterson Smyth's *Joshua and Judges* (Sampson Low, 2/6), lessons i.-viii., inclusive, in order to bring the passages home to the children, adding comments if necessary.

II. Suitable stories from *St. Luke's Gospel*, chapters 17-24, inclusive.

Teacher will find the following books useful for personal study: (a) *Fact and Faith in the Bible*, by the Rev. W. R. Williams, M.A. (S.P.C.K., 3/6. Ready in April). (b) *The Accuracy of the Old Testament*, by J. Garrow Duncan, B.D. (S.P.C.K., 6/-). Ready in April). (c) *Side-lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). (d) *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6).

(Optional) *The Children's Kingdom* (daily readings), by G. Watts and S. F. Perrin (Blackwell, 2/6). *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester*

† The 117th term of work set since the Parents' Union School began.

Hymn Supplement (Warren; words and music, 3/-, words only, 6d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6).

Sunday Reading (optional):

- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 300-372 (1792-1808). *Maro the Lion-keeper*, by M. Bruce (Harrap, 1/-).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-). *On the Road: Adventures in India* (Edinburgh House Press, 1/6).

Sunday Occupations: *India Painting Book* (C.M.S., 1/-).

Writing.

- A *New Handwriting** (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card); teacher to study instructions, (6d.).
- A Card 1, lines 1 and 2; card 3, lines 1, 2 and 3, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation with cards as models; new words must be visualised beforehand (see *Home Education*, pp. 240-243).
- B Card 3, lines 1 and 2; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Right-hand half of card 4 of *The "New Handwriting."*

Tales.

- A *The Pilgrim's Progress** (Oxford Press, 3/6, or, Nelson, 1/6), Part II., from the beginning to "The Two Lions." *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 5/-), pp. 201-253.
- B Three Fairy Tales: Andersen's *Fairy Tales*, or, Grimm's *Fairy Tales* (both Oxford Press, 3/6), may be used. Three fables: *Æsop's Fables* (Murray, 2/6).

English History.

- A *Our Island Story*,* by H. E. Marshall (Jack, 10/6), pp. 286-341 (1485-1588). *Tales from Canterbury Cathedral*,* by Mrs. Frewen Lord (Sampson Low, 1/6), chapters 1-3 inclusive.
- B *Our Island Story*, pp. 41-84 (449-1017).

Geography.

- In every lesson there should be six map questions before reading letterpress, then reading and narration.
- A *Ambleside Geography Books, Book I.** (revised edition) (Kegan Paul, 2/6), lessons 39-41 inclusive. *Ambleside*

*Geography Books, Book II.** (revised edition), (Kegan Paul, 3/-), lessons 25-33 inclusive. Be able to describe six places connected with recent events. Pace and make plans of garden path and two beds; or pace 10 yards on each of four roads, putting in trees, houses, etc.

- B *Ambleside Geography Book I.*, lessons 11-17, inclusive. *The Children's World*, by M. S. (Fountain Press, 2/6); New Guinea, Australia, New Zealand, Borneo. Be able to describe six places Father and Mother have visited. (1), Describe, (2), make in tray of sand, valleys, rivers, hills, villages.

Natural History.1

- A & B Keep a Nature Note-Book* (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6). Find and name six kinds of wild flowers; watch six (a) animals, (b) birds.
- A *Riverside Rambles*,* "Eyes and No Eyes Series" (Cassell, 1/3), pp. 7-84. *Wild Creatures of Garden and Hedge-row*, by Frances Pitt (Constable, 7/6), pp. 239-285.
- B *By Pond and River* ("Eyes and No Eyes Series," Cassell, 1/-), pp. 5-48. *My Animal Friendships*, by Cherry Kearton (Arrowsmith, 5/-), pp. 67-125.
- or, (overseas) A & B. *Within the Deep** ("Eyes and No Eyes Series," Cassell, 1/3), pp. 44-79. *Animal Life in Africa*,* by Martin Duncan (Milford, 1/-), pp. 50-90.

Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures* by Mantegna (P.N.E.U. Office, 2/- the set): see notes for teachers' use only in the April number of the *Parents' Review*.

French.2

- A & B The work should be oral only.
- A *Cours de Français, Méthode Orale, Premier Livre*, by F. Thémoin (Hachette, 2/-), Upper I.A, *La Vie de Madame Lapine* (Dent, 1/4), for narration. Take ten lessons each term. *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).
- Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/9), children to narrate.
- B *La Vie de Madame Souris* (Dent, 1/-), six lessons each term.
- Teachers will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6; with six Columbia records, 6/6 each).

1 Members overseas see special leaflet.

2 Schools may substitute the national language.

Number.

If not at the stage indicated, children should start work in the books set at the point they have reached, and should work straight through them.

Some rapid mental work for A and B each lesson, and regular practice in tables.

- A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.* (University of London Press, 10d.), pp. 12-23, and *Fundamental Arithmetic Cards*, Standard I., Set A (1/3), cards 4, 5, 8, 10, 11, 12 and 13. Set B (1/3) for additional examples may be used. It is essential that teachers should follow directions carefully in Teacher's Book I. (2/-).

- B *Step-at-a-Time Arithmetic*, Book I.* (A. & C. Black, 7d.), Term II., pp. 11-25. Sums may be worked with dominoes, beans, etc., at first. It is essential that teacher should follow directions carefully in *Teacher's Book I.* (2/-).

Beginners: *Number*, by Mrs. W. A. Stephens (P.N.E.U. Office, 4d.).

Brushdrawing.

- A & B Teacher see *Home Education*, p. 313. Paint-box with specially chosen colours, brush and palette (P.N.E.U. Office, 2/6). Box of (a) crayons (4½d.), (b) coloured chalks (5d.). Children should draw occasionally with brush, crayon or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. *Pencils should not be much used.* Paintings of (a) six wild flowers; (b) six wild creatures that you have been able to watch; scenes from stories taken from Reading books.

Recitations.

- A & B Learn 6 verses each from *Joshua*, chapter 6, and from *St. Luke*, chapter 19. Psalm 24. One suitable hymn. Recite a poem (each child may choose a different one). Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase (New Edition)*, chosen by L. Chisholm, Parts I.-IV. (Nelson, I. and II., 5d. each; III. and IV., 6d. each).

Reading.

Children should "visualise" new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

- A Poetry and books used for History, Geography, and Tales. (Upper I.A): *The Story of One-Ear** (Philip & Son, 8d.), pp. 1-39.

- A & B Children who can read a little may use one or two of the following: *The Beacon Readers*, Books III. (1/2),

IV. (1/4), according to directions in *Teacher's Manual* (Ginn, 1/6). *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each). *Hassim** (Egypt) and *The Sheik's Daughter** (Arabia), (Milford, 3½d. or 6d. each).

- B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6). *The New Beacon Reading Cards* (10d.) and *Word Builders* (1/6), with the *Introductory Book* (9d.), may be used for beginners.

Holiday and Evening Reading:

- A *Christopher Columbus** (Nelson, 1/6). *Stories from Chinese History* (Wells Gardner, 1/6). *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6).
B *Indian Fairy Stories*, by Donald Mackenzie (Blackie, 5/-) *In the Beginning*, by Lady Erleigh (Nelson, 2/-).

Music.

- A & B (a) *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6), or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with (for teacher's own study) *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Music Appreciation.

- A & B The work of Mendelssohn. See (a) article and (b) records suggested under *Our Work*, in the April P.R.

Singing.

- A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 20-23. Two English songs: *The Clarendon Song Books*, Book I. (Oxford Press, 2/6 or 3/-; words and voice parts only, 6d. or 8d.). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

- B *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

- A & B *Sonnez les Matines* (P.N.E.U. Office, 3/-), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

Drill.

- A & B *A Hundred Children's Singing Games*, edited by F. Kidson (Bayley & Ferguson, 3/-). Folk dances: *Scandinavian Dances*, Series II (Ling Association, 11d.). *British Marches for Schools*, by Martin Shaw (Evans, 3/6). Ex-Students take House of Education Drills.

- A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.
 B *Physical Exercises for Children under Seven* (3d.).
 A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

- A & B Help in house or garden: *Practical Gardening for Children*, by O. Marshall (S.P.C.K., 1/6). *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series III., 1 and 2. Use *The World of Paper*, Toy Books, by Forbicicchio (Willis & Co., Vols. III. and IV., 1/3 each). Claymodelling: *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6). *The Little Girls' Sewing Book*, by Flora Klickman (R.T.S., 1/6). *Model Railway Buildings*, by H. McKay (Wells Gardner, 1/6). *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B.—Teachers will find valuable suggestions in the teaching of Drawing and all handicrafts in the following: *Applied Art*, by Pedro Lemos (Batsford, 28/-). It is not advisable to follow stereotyped courses.

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 2.—The work in Form I A. lasts for two years (average ages 7 and 8). In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 3.—In home schoolrooms where there are children in A as well as in B, both forms may work together, except in Tales, History and Geography, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 4.—In Arithmetic and French there must be no gaps (see leaflet G). Pupils must either (a) begin the set book if the subject is new, or (b) continue the subject in the set book from the point they have reached, but they will be handicapped in the future unless they have covered the full course for the Form.

N.B. 5.—Each pupil in Upper I A should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books from "Drawing" onwards are advisable but optional.

N.B. 6.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (P.N.E.U. Office, 5/-). A record of work should be kept (see leaflet H),

N.B. 7.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 8.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 9.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1.

N.B. 10.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

Address: 'THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.'

Motto: "*I am, I can, I ought, I will!*"

FORM I. (A and B)

PUPILS' NAMES.....

Bible Lessons.

- I. A & B 1. Tell (*a*), about the adventures of the spies sent to Jericho, *or*, (*b*), the story of the fall of Jericho.
2. Tell the story of (*a*), Joshua and the wily men of Gibeon, *or*, (*b*), the battle of Beth-horon.
- II. A & B 1. Tell the story of (*a*), the blind man by the wayside, *or*, (*b*), the parable of the vineyard.
2. Tell one story of how Jesus appeared to His disciples after He had risen from the dead.

N.B.—*Stories learned under Recitations should not be narrated, but another one chosen.*

Writing.

- A Write (once only) a line of poetry from memory.
B Write, or print, (once only), "That little Jackdaw kept hopping about."

Tales.

- A 1. Tell (*a*), what happened when Christiana came to the wicket gate and knocked, *or*, (*b*), what she saw in two of the rooms in the house of the Interpreter.
2. Tell a story about (*a*), Theseus as a little boy, *or*, (*b*), Theseus and the Minotaur in Crete.
- B 1. Tell (*a*) a short fairy story, *or*, (*b*), one long, or two short Æsop's Fables.

English History.

- A 1. Tell the story of (*a*), Perkin Warbeck's rebellion, *or*, (*b*), how Wolsey lost the king's favour.
2. Tell (*a*), about the Field of the Cloth of Gold, *or*, (*b*), a story about Mary Queen of Scots.

3. Tell (a), a story about the building of Canterbury Cathedral, *or*, (b), one story to show why there is a Sikh monument in Canterbury Cathedral.
- B 1. Tell the story of (a), the Giants' Dance, *or*, (b), how King Alfred learned to read.
2. Tell (a), about two of the great things King Alfred did for his people in the time of peace, *or*, (b), a story about Ethelred the Unready.

Geography.

- A 1. Name three of the great oceans of the world. Say where they are, and tell all you can about one of them.
2. Which of the countries in Europe that you have read about this term would you most like to visit? Tell about what you would see there.
3. Tell about a journey made lately by (a), some mountain explorers, *or*, (b), Miss Amy Johnson.
- B 1. Can you explain why we have summer and winter?
2. Tell about (a), New Guinea (the country of the Papuans), *or*, (b), the Maoris of New Zealand.
3. Tell what you know about a place visited by your father and mother, *or* by your teacher.

Natural History. (Children overseas may substitute local animals and plants).

- A 1. Tell what you know about (a), the otter and her family, *or*, (b), the caddis. What have you noticed yourself about a caddis?
2. Tell what you know about (a), the slow-worm, *or*, (b), the short-tailed field vole.
- B 1. Tell about (a), the sticklebacks and their nest, *or*, (b), the "bald-headed coot." What have you noticed yourself about either of them?
2. Tell (a), about making friends with a penguin, *or*, (b), a story about a trap-door spider.
- A & B (Overseas.) 1. (a), Name three creatures that live in the deep sea, and tell how they escape from their enemies, *or*, (b), tell what you know about a sea-horse. Draw one.
2. Tell about (a), the hippopotamus, *or*, (b), two kinds of antelope. Where do these animals like to live?

Picture Study

- A & B Describe, *from memory*, "The Adoration of the Magi," by Mantegna.

(Another of Mantegna's pictures may be described if this has been missed.)

French. (Oral only.)

- A Children (a), to recite a series, (b), make three new sentences, (c), recite a poem.
- B Say six sentences in French.

Number. (All working must be shown.)

- A 1. How much money will be needed to buy these birthday presents:—A motor boat at $4/6\frac{1}{2}$, a cooking stove at $5/4\frac{1}{2}$, a fountain pen at $1/3$, and a packet of balloons at $2/0\frac{1}{4}$?
2. If 678 people went to see "Peter Pan" on each of 3 days, how many went altogether?
3. There are 365 days in a year, how many in 3 years? How many week days if there are 158 Sundays?
- B 1. 47 nuts were divided equally among 3 monkeys at the Zoo, and those left over were given to a squirrel. How many did each animal get?
2. A shop had 52 pencils for sale and 19 children went in and bought 2 pencils each. How many were left?
3. There are 16 boys and 15 girls in a class, each boy has 3 pockets in his coat and each girl has one in her frock. How many pockets altogether?

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, for one of the stories (from books set) that you have enjoyed this term.
2. Draw (a), a wild flower from nature, *or*, (b), a wild creature that you have been able to watch.

Recitations.

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading.

Father to choose unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English and a French, song, and (I.A), two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer

Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.